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Agricultural Education

WHILE it is not the business of education to prove every statement made, any more than to teach every possible item of information, it is its business to cultivate deep-seated and effective habits of discriminating tested beliefs from mere assertions, guesses, and opinions; to develop a lively, sincere, and open-minded preference for conclusions that are properly grounded, and to ingrain into the individual's working habits methods of inquiry and reasoning appropriate to the various problems that present themselves.

—John Dewey, 1910

"I see America basically as soil. Its wealth and power are rooted in the earth, in the actual resources of the land; when these are used up America will cease to be."

—Will Durant.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

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GO TO THE BAT

RENDERING the largest service possible should be the aim of every teacher of vocational agriculture during next year. We are a public-service group and do not ask for recognition except for service rendered. Service, accomplishment, merit—these will be recognized.

The teacher of vocational agriculture who is not willing to "go to the bat" and render a genuine service is a slacker; he has not accepted the purpose of vocational agriculture; he is not worthy to be called teacher.

It seems that teachers of vocational agriculture are in no danger of losing their jobs, provided a large service is rendered. But what if we were in danger? To fail to render the service expected is not the mark of a professional man. A physician who would continue to serve the sick at almost certain danger to his own life is the only physician really interested in his profession; no other person has a right to be called physician.

Your salary may have been cut for the coming year. Surely teachers should be well paid. This is necessary in order to have spirit, optimism, and the comforts of life, and to prepare for a larger service. But, a lower salary this next year must not mean a smaller service. The ideal for service must not be lowered. Always, the teacher's ideal must travel ahead of the teacher's salary.

Taxpayers should not be criticized for questioning the expense of any form of education. They have the right to demand real bargains for their tax dollars. Vocational agriculture must be sold on merit alone. People have faith in agricultural education and it is up to us during the next year to more than justify that faith. The teacher who falls down on the job now, thru lack of effort, is made of poor fiber indeed.

We must do more than "dig in." As this expression was used in the World War, it meant to make gains secure. Many battles were lost because armies did not "dig in." There is slight value in making great gains unless the ground is held. We must "dig in" this year, but we must do more; we must advance.

Go to the bat and render the largest service possible. Do the best job of supervising farm practice this summer you have ever done. Render the community service that should be rendered. When school opens, do the best job of classroom teaching you have ever done, in addition to your farm practice and other duties. Teaching is the main job of the teacher. Teach as you never taught before. Give to the rest of the school system that co-operation which it deserves. If you would render a service, you must be a servant. Sometime during the year teach one or more evening schools. There probably never was a time when it was more impor-

tant and necessary that evening school work be done. Good evening schools produce tangible, worthwhile results. Do not overlook the neglected, part-time group—those young men out of school. Contacts for all-day, part-time, and evening students should be made this summer.

Successful baseball players perfect their technique. No boy would think of asking for a place or keeping a place on a team unless he has prepared himself. The boys know that no team will go to the bat and win games, without continuous preparation and improvement. Teachers of agriculture must continue to prepare themselves, professionally and technically.—C. H.

SUMMER SAGACITY

THE wise teacher of vocational agriculture will not fail to recognize that summer affords his greatest opportunity for effective teaching.

Schools are closed, classrooms are empty, and shops are silent, but the teaching process should continue. As a matter of fact, there is every reason to expect that the teaching not only will continue, but that it will become more intensified than during the regular school period.

This "summer teaching" however, is dependent upon the character of the supervised practice program which has been adopted by the teacher and his students. If this program is meager, limited in scope, unsuited to the community, or for any other reason unsatisfactory, then summer teaching may not be successfully practiced. All teaching must be based upon activity, and if there is no activity during the summer months, little or no teaching can take place.

Summer sagacity, so far as the teacher is concerned, begins back yonder with the selection and planning of the supervised practice programs of his students. Well chosen, broad, sensible practice programs will furnish the necessary basis for year-round teaching of the most satisfactory sort.

The wise agriculture teacher will recognize the wonderful possibilities inherent in the summer situation. In the first place, the boy and the teacher will be together in the natural environment of the boy's home farm. Nothing of the artificial school situation will intrude. They will be concerned with the boy's individual and primary interest, his supervised practice. Motivation could not be more abundant nor natural. It's the Mark Hopkins case brought up to date—the boy, his farm practice, and the teacher. If learning doesn't take place under such circumstances, there's not much hope that it will take place at all.

We must realize, however, that a "teaching situation" is only a part of the story. Such a situation is only the desirable beginning, a teacher must make use of this opportunity and actively direct the learning process. He must have a definite objective in view as he visits each boy and must lay his plans for the attainment of such objective. Careful, thoughtful, and purposeful teaching during project visitation has been altogether too rare. With the supervised practice problems as a basis, this "summer lesson" may be most effective and productive of most valuable results.—S. D.

IMPORTANT NOTICE TO CONTRIBUTORS

PLEASE do not send us any article for publication that you are sending to another magazine. Other magazines do not wish to duplicate; we do not wish to duplicate. Only today the editor had to "kill" a perfectly good article because of its appearing in another magazine. If the editor of *Agricultural Education* knows that your article is being considered by another magazine he will be courteous enough not to publish it.



Professional



Equality of Vocational Opportunity and Respect

M. S. WINDER, Executive Secretary, American Farm Bureau Federation

I HAVE recently read the inspiring book written by Miss Mary Mims, community organization worker of Louisiana, called "The Awakening Community." While this book tells the story of community development and rehabilitation in the South, it is as interesting and as highly dramatic as any romance of fiction.

Miss Mims tells of communities in the farming sections of Louisiana in which the people had become completely discouraged, boys and girls were moving away to the cities just as soon as they were old enough to do so. Social contact between the families of the communities had almost ceased. Co-operation was a philosophy unknown to any of these people. Then under the inspiration of a trained organization worker new hope came to these communities as they realized the power of organized effort. By uniting together, these farm people found that they could readily accomplish things which were quite impossible of achievement when attempted individually.

Definite projects designed to increase the family income and thus the income of the whole community were undertaken. Projects for making home surroundings more attractive and community life more pleasant were adopted. In four or five years the improvement in the living conditions of these rural people is little short of a miracle.

In my own observation in various parts of America, I have repeatedly seen communities that have been improved and benefited thru organization and co-operative effort. The ideal system of country life to me means a completely organized rural society in which farm men and women are organized in their various co-operative associations. This organization of adults is in itself not enough. Farm life must be made attractive to our boys and girls if we expect them to be content and happy to remain on the farm and thus help to perpetuate an ideal rural civilization.

To complete this scheme of organization, there should be classes in vocational education in agriculture and in home economics in each rural high school. The boys who are members of these classes in agriculture should then be organized into strong cohesive groups so that they may understand and appreciate the value of organization and the importance that it plays in promoting the welfare of agriculture.

There is already well under way the organization of Future Farmers of America. This is an admirable move which should be fostered and encouraged in every agricultural community. For the younger children, 4-H clubs present an opportunity for organized effort and for real accomplishment.

Where all of these agencies are properly set up and co-ordinated in their activities, we find agriculture making very creditable progress.

I distinctly recall having visited a rural high school in San Pete County, Utah, nine years ago. During my visit I was invited to talk to a class of 30 boys. I gladly accepted this invitation and in a friendly, intimate way discussed with these boys some of the things that I felt were important with regard to agricultural progress. I found that most of

is indeed refreshing to find in hundreds of county Farm Bureaus thruout the country dominant leaders who are proud of being farmers.

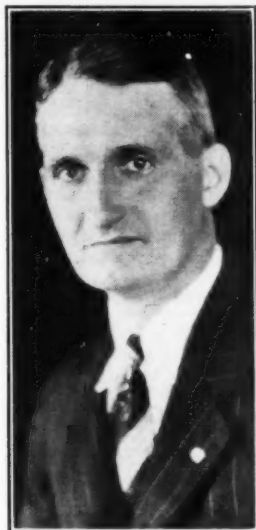
Later on I visited another high school in an agricultural community not many miles from the one just referred to. In this school a teacher of vocational agriculture was employed. The boys were organized into what was known at that time as an agricultural club. Later this club was designated as a Junior Farm Bureau and now with the advent of the Future Farmers of America it has become a chapter of the Future Farmers. In this school I visited with a group of nearly forty boys all of whom were keenly interested in agriculture. Not one of them offered an apology for being a farm boy, and a big majority of these lads expressed the hope that they could carry on in agriculture and some day own and operate farms themselves.

I am convinced that the difference in attitude towards agriculture among the boys of these two communities resulted wholly from the fact that while one community had neither regular agricultural instruction nor an agricultural organization for the boys, the other had a strong, vigorous organization in which the boys took great pride and also had instruction of a very high order in the science of agriculture.

Agriculture must always continue to be the great basic industry of this country. Periodically, we are going to suffer distress and depression. The industry, however, must continue to rise above these things as the products of the farm are absolutely essential to human life and well-being. At present, co-operative enterprise is being accepted as the means whereby farm people are to secure for themselves the fruits of their labors. In times past, those who have speculated in our commodities have taken from them an undue profit, thus reducing the returns which we have received. By taking into our own hands the control and management of our business thru co-operative associations, we are going to secure a more adequate return for the crops that we produce.

The Future Farmers organizations in our rural high schools offer a practical demonstration in organization practice. Here, an opportunity is given for boys to learn at first hand the value of teamwork and co-operation. Boys from agricultural high schools must, in the next few years, assume much of the responsibility of agricultural leadership in this country.

I believe there is great value in fair, clean competition. Contests of various kinds help sustain and quicken interest, and the desire to win will often cause us to carry on even in the face of some discouragement. After all, the thing



M. S. Winder

the boys in this class enjoyed living in the country and taking part in the activities of the farm. Most of them were keenly interested in livestock and in crop improvement, and yet when I asked for a frank expression as to how many of these boys really wanted more than anything else in the world to stay on the farm, only one of them agreed that this was his ambition. Quite a few of the boys in this class stated that they thought they would probably remain on the farm but that it was not their particular desire to do so. Others were emphatic in stating if they could find employment elsewhere they surely did not expect to spend their lives in farming.

Some of the boys in this class were even ashamed to be known as farm boys. This situation was not surprising in view of the fact that quite a few of the fathers of these boys spoke of their occupation with some embarrassment. Just as long as we farm folk apologize for our vocations, we can expect our boys and girls to feel that there is in farming something to be ashamed of. It

that agriculture needs is good team workers rather than individual champions. I hope that those responsible for the policies of the Future Farmers of America will never permit this organization to forget the importance of teamwork in stressing the importance of individual achievement. I have serious doubts concerning the benefits that will come to the agricultural industry or to any farming community from having an individual farm boy acclaimed as a great champion in any single undertaking. For each champion there must be thousands who cannot quite reach this distinction.

There are stories told of Major General Frank Parker who is one of our great military leaders. During the World War, General Parker made it a practice to talk personally with as many men in the ranks as he could. Before any engagement, he would go about among the men talking to them in a most encouraging way. To each group of enlisted men, after having encouraged them to do their best, he would put this question: "Who is going to win this battle?" If they replied, "The general staff" or "the officers" he always shook his head, "No." The thing that he wanted them to say and that he invariably brought them to say was that "We are going to win this battle," and, of course, that was right because there were many times as many privates in the ranks as there were officers and it was only thru teamwork between the enlisted men and their officers and the general staff that victories could be won.

Individual achievement must be encouraged, but far more important than the glory of individual achievement is the greatness of organized effort and real co-operation. Many sincere farm people view with some apprehension what appears to be an exploitation of farm boys and girls thru various business and industrial concerns offering generous prizes to those who qualify as champions. How much better it would be if such prizes could be offered for real constructive organized effort that would result in a benefit to the entire community.

As an officer of the American Farm Bureau Federation, I have a keen interest in the welfare of vocational education in agriculture. After many years devoted to Farm Bureau work, I realize that our great need is still for trained leaders and to the agricultural classes we must look for the trained leaders of the future.

Farming is an occupation of which we may well feel proud. It has endured thru all the history of the world and year by year has continued to make progress. Under present conditions of keen competition it requires more intelligence for a man to successfully manage a farm than is required in almost any other occupation. We are experiencing serious difficulties, yet these difficulties can be overcome thru education and organization. Both in education and in organization, the vocational schools have a great part. The Farm Bureau is looking to those responsible for vocational education in agriculture to contribute much of the intelligence and courage that will be necessary during the next few years to put our industry in a position of complete equality with all other industries in America.

Developing Ability to Make a Living

[From a speech made by J. B. Perky, State Supervisor of Agricultural Education, Oklahoma.]

THE vocational phase of the school program is special. That we must admit. It is different from all the rest because of the three levels of learning provided. I can illustrate just what is meant here best by citing education in music.

If we wished to carry pupils only to the informational level, we would simply tell them, and have them read, about music. They would learn that music is played upon different kinds of instruments, different combinations of instruments, and that the music of one country is different from another, and that there is good and bad music, classical and jazz. They would have information about music. This is about as far as most of our educational program has contemplated carrying the education of the student.

The next level, the appreciation level, contemplates exposing the pupil to music being played, on the piano, violin, and various combinations of instruments. Good and bad music, jazz and classical, foreign and national music, are played and explained to the pupil to the end that he develops a certain appreciation of the various kinds of music.

The third and last level of learning contemplates providing a piano, seating the individual pupil before the piano and individually teaching the pupil to actually play the piano. The end of this third level is actual ability to perform with a musical instrument.

Adaptation of Levels

The first level is perfectly adapted to mass methods. Such instruction costs very little. It also follows that it is worth very little because the job has just been started.

Education on the second level costs more because of added time and equipment required. It is still adapted to mass methods and is relatively inexpensive and ineffective as compared with the third.

The third level, calling for personal guidance of participation resulting in actual formation of correct habits of doing, is the most expensive, yet the most effective, phase of it all.

This is a true picture of what happens in the field of agricultural education to the farm boy who takes a course in vocational agriculture as now administered.

Necessity for Training to Farm

When we consider that 80 percent of boys follow the occupation of their fathers—when we consider that 75 percent of the land around any community will be farmed by native sons—when we consider that the fertility of the soil is our greatest natural resource and that those charged with the responsibility of preserving this great resource are spoiling in 30 years what Nature has required three thousand years to develop—when we consider that farm lands will be farmed of necessity by some sort of farmers—then we can begin to appreciate the necessity for training those who are to farm that they may farm intelligently and efficiently. Let us grant that

this thoro type of education is expensive. We are forced to conclude, on the other hand, that it will be more expensive to fail to provide it.

Today, 8 percent of wage earners earn their living by the use of their heads, primarily. This group represents the professional class. Ninety-two percent of wage earners earn their living primarily by the use of their hands, guided by their heads. This represents the working class. Only 2 percent of all those who enter the fifth grade are graduated from college. Why is it that we never hear anyone object to the taxpayer paying \$20,000 for four years of training for the doctor? He goes to make the two, out of each 100, to graduate from college. What happens to the other 98? They have dropped out along the wayside. Six of them, somehow, some way, got into the professional class.

Is it unreasonable to assume that we should provide vocational training to better enable the individual to do the job he must do, to earn a living, at a cost of \$25 per pupil per year, or a total cost of \$100, to attain some degree of vocational efficiency resulting in economic independence? Is it a fad to devote 4 percent of the money spent on education in Oklahoma to increase the working efficiency of members of the 92 percent who are to earn their food, clothing, and shelter by the sweat of their brows on the 240,000 farms of the state?

Glenn Frank, president of the University of Wisconsin, an outstanding educator and journalist, had this to say in an article published in the Oklahoma City Times in the summer of 1931. He speaks of the old education as *stuff-and-store* education and the new education as *learning-by-living* education. In the old education, he says:

"It was the teacher's business to stuff the student with knowledge. It was the student's business to store the knowledge for later use. This preparation consisted chiefly in memorizing knowledge.

"Of course, there was a great deal of make-believe in all this. They pretended to believe that the geography, the history, the algebra, and other studies, if hammered home to the point of mastery, would remain unchanged in storage for adult use years afterwards.

"They also assumed that the textbook information stored in the year 1900, let us say, would be perfectly good information when brought forth for use in 1932. Yet they should have known:

"First, that the information that was not used rather promptly after it was learned and rather continually thereafter, was forgotten.

"Second, that the information that was remembered was almost invariably out of date and obsolete by the time the student grew up and wanted to use it for adult purposes."

"Our civilization rests at bottom on the wholesomeness, the attractiveness, and the completeness, as well as the prosperity of life in the country."—Roosevelt.

Learn to act with and for others while you learn to think and to judge for yourself.—John Dewey.

Does Teaching Experience Make Better Teachers?

DOES teaching experience produce a better teacher of agriculture? As Andy says, "Yes and no—." But we can't add, "but mostly yes" as Andy would. At least this is what one study has shown, conducted by Garrison (South Carolina) and Howard (Virginia) which was presented at the Southern Regional Conference last March. It would seem that it depends very largely on the kind of teaching experience the teacher had.

Data were secured from 11 southern states as to the number of years of teaching experience as a teacher of agriculture for two groups of teachers. These were the "high-quarter" group, composed of one-fourth of the teachers whose departments ranked highest in each state, and the "low-quarter" group composed of the lowest fourth. Here are the findings:

instructors due to an inadequate salary schedule.

(c) A very faulty or inadequate professional improvement program by teacher-training departments.

(d) An inefficient or inadequate supervisory program.

(e) A rapid replacement of inefficient instructors by new, well-trained instructors.

(f) A faulty rating device in ranking instructors.

(g) Pre-employment training has been improved during the past few years, and the instructors who have received the training are better qualified than the older instructors. The same might be true in the case of supervision of the more experienced instructors.

(h) The supply of new, well-trained instructors might not be sufficient to permit the replacement of inefficient

18 men have been in the same locations for the same time.

The same factors given for the first table would apply to this one.

Conclusions

1. The number of years spent in teaching agriculture or the years of service in any one location has little value in itself in making better teachers, so this study tends to show. The important question is "What kind of service, not how much experience?"

2. There are many other important factors entering into the success of a teacher and his department. Personal qualities, preparation for the job, and potentialities of the locality are a few.

Given a man personally qualified and professionally prepared, then the longer he is "on the job" the better he should be. Common sense tells us that. But the fact remains that the man who is the teacher is the greatest single factor—probably greater than all others combined.—E. C. M.

TOTAL YEARS OF EXPERIENCE IN TEACHING VOCATIONAL AGRICULTURE

	Average Years of Teaching Experience		Comparison
	High-quarter group	Low-quarter group	Increase or decrease of years in high quarter over low quarter
Alabama	5.22	3.69	1.53
Arkansas	6.40	3.72	2.68
Florida	4.75	3.78	.97
Georgia	6.20	6.73	-.53
Louisiana	5.57	5.20	.37
Mississippi	4.47	4.80	-.33
North Carolina	4.55	4.50	.05
South Carolina	4.77	4.80	-.03
Tennessee	6.12	3.91	2.21
Texas	5.09	4.42	.67
Virginia	6.07	4.54	1.53
Average for Region	5.34	4.54	
Number of cases	315	310	

NUMBER OF YEARS IN PRESENT POSITION AS TEACHER OF VOCATIONAL AGRICULTURE

	Average Years in Present Position		Comparison
	High-quarter group	Low-quarter group	Increase or decrease of years in high quarter over low quarter
Alabama	4.74	3.12	1.62
Arkansas	3.56	2.00	1.56
Florida	2.63	3.56	-.93
Georgia	2.56	3.27	-.71
Louisiana	4.43	3.87	.56
Mississippi	2.72	2.64	.08
North Carolina	6.19	3.64	2.55
South Carolina	3.80	3.00	.80
Tennessee	4.42	2.82	1.60
Texas	2.53	2.53
Virginia	4.57	3.57	1.00
Average for Region	3.63	2.97	
Number of cases	315	310	

1. In seven cases the high-quarter instructors have taught longer than the low-quarter instructors.

2. If experience has value professionally, the high-quarter instructors should have materially exceeded the low-quarter group in the number of years experience in teaching agriculture. There is some difference but not very striking.

3. If there is no great increase in years of service for the high-quarter over the low-quarter, one or more of the following might explain:

(a) The teacher-training program in supplying new instructors is more important than years of service. Instructors are "going to seed" but hanging on.

(b) Inability of a state to hold good

men with long experience.

1. Seven states show a significant increase in years of service in the same position for the high-quarter instructors. In two cases there is longer service in the same location for the lower-quarter instructors.

2. Good instructors tend to stay in the same locality in some states and in others they do not. An adequate salary schedule controlled by the state department would materially influence the length of time a good instructor would remain in one locality. Without it the good instructor is encouraged to go to another location. In the high quarter, 27 men have been in the same locations for 7.5 to 14 years, while in low quarter,

Some Impressions From An Excursion Into Departments of Vocational Agriculture

I DISCOVERED that those men who have seriously tried to use the methods they were taught in college are getting practical results with them, while those who have discarded these methods are regarded locally and by their superintendents as relatively inferior teachers. There is not the disparity between college standards and local standards which might have been expected.

I discovered new evidence of a need that evening school teachers provide themselves with résumés of the experimental data related to the units they teach sufficient to answer almost any question which farmers might raise in the course of the unit. Without this material, the class discussion tends to drift into the realm of opinion; the instructor is hesitant to question these opinions; and little is accomplished.

I was disappointed in the inability of some teachers to point out tangible results of their evening class work. Even in cases where the enrollment is high, this situation was found. I am more and more convinced that enrollment is about the poorest measure of the effectiveness of adult education.—H. M. H. in Iowa Monthly Bulletin.

Would You Hire Yourself?

IF YOU were boss would you hire yourself? Why attempt to answer the question? Well, when a man does this honestly he is, in effect, holding himself up and letting the light shine thru. Should he have intelligence enough and courage enough, he will then see just what is holding him back, what qualities he should develop, and what he, if he were boss, would like to have another man do in the job he is filling. —Mississippi Vocational News.

Promoting a New Agriculture Department

FRED S. WILLSON,
Instructor, Vocational Agriculture,
Williston, North Dakota

THE school year of 1930-31 was the initial year for vocational agriculture in the Williston high school. I did not arrive on the job until a few days prior to the opening of school, consequently very little promotional work was done before that time. My task which looked mighty big was to establish the department and sell it to the community.

About a month later Dr. L. L. Seranton, assistant professor of agricultural education, dropped in to inspect the department, and to see how things were going. After a discussion of promotional schemes, I decided to try a plan which seemed practicable and adapted to our western conditions.

I talked the plan over with the county superintendent of schools for it involved the rural school teachers and secured her active support. I then sent out letters to about one hundred and fifty rural school-teachers within a radius of 30 miles explaining the plan and enlisting their co-operation. At the same time I appeared on several P. T. A. programs thruout the rural districts and explained the work. Here is the essence of the plan:

The rural teacher granted permission to the seventh and eighth grade boys to come to Williston one afternoon a week for special instruction in vocational agriculture. This procedure continued until they had at least four meetings. The nature of these meetings was instructional and inspirational, giving them a cross-sectional view of the work with the idea that they could find out whether they were interested and wanted to go on to high school and take this work.

In schools where there are one or two years of high school, boys in either of these grades were included as well as any boys in the community between the ages of 14 and 21 who may have dropped out of school. A record was taken of those present each time and was printed in the newspaper so each teacher could check her students if she so desired.

Weekly articles in the newspapers were very effective in keeping the work before the public.

These meetings were called for 2 p. m., on Friday afternoons starting February 27 and running thru March 27. The lessons were selected with the idea of giving the boys a cross-section of the Vo-Ag work. Every meeting involved demonstrations by the members

(Continued on page 208)

Reasons for Dropping Departments of Vocational Agriculture in the Southern Region

THE open season for dropping departments of agriculture is now on. This season gives promise of a heavy crop. Here is some authentic information as to the why, the result of one segment of the Southern Regional Study conducted by Thomas (North Carolina) and Fitzgerald (Tennessee).

The Causes

The reasons for dropping the 420 de-

partments reported in the South are classified into four groups.

Group One—The ineffective teacher was responsible for 110 cases. These losses were avoidable.

Group Two—Administration was responsible for 208 cases. The explanation is largely that of inefficiency in locating departments where they could function effectively. The reasons given were:

	Cases
Local finances inadequate.....	51
Administrative unit too small..	38
High school enrollment too small	13
School in urban area.....	13
Local interest lacking.....	13
Facilities for supervised farm practice not available.....	11

"Local interest lacking" must have resulted from one of two reasons, either "the ineffective teacher" or else improper placement of the department. It is also difficult to believe that the attitude of the principal could be the sole reason for dropping 23 departments. These losses were also avoidable.

Group Three—Unavoidable difficulties were responsible for 86 dropped departments.

	Cases
Boys enrolled could not be interested.....	39
School consolidated or discontinued.....	35
Politics.....	8
Department failed to meet requirements.....	4

The authors of the study are inclined to feel that the 39 cases under the first reason should have been assigned to the "ineffective teacher." This then would leave only 47 cases where loss of departments was unavoidable.

Group Four—Miscellaneous reasons not classifiable under the foregoing heads were given for 16 dropped departments.

Rating of Dropped Departments

How did these departments rate during the year preceding their being dropped? Information is lacking for some of them. Of 336 departments, 142 or 42 percent were "standard or better" while 194 or 58 percent were rated low. The chances for being dropped must be decidedly enhanced by rating low. Yet the difference is not great enough.

Conclusion

Ineffective placement of departments was responsible for 49 percent of the "drop-outs." The "ineffective teacher" was certainly responsible for 26 percent and most likely 35 percent of the dropped departments. This is true if the 39 cases of "poor interest of students" is chargeable to the teachers. Recommendations in view of this study might well be:

1. More serious and intelligent attention to the location of departments.

2. Elimination of the weak teacher, prospective and employed. This latter recommendation implies responsibility not only for the teacher but the teacher-trainer and supervisor alike. Proper selection, proper placement, reward for good service, prompt and efficient culling, a functional teacher-improvement program, all of these must play their part. Everyone in the program is affected by the weak teacher. All three, teacher, trainer, and supervisor are responsible.—E. C. M.

Alpha Tau Alpha

Professional Agricultural Education Fraternity

ARETAS W. NOLAN,
National President,
University of Illinois

ONE winter evening at the end of a busy day in 1921, just as I was about to close my office, three young men from one of my classes in agricultural education, diffidently stepped in, and asked if they might explain a proposition that was on their minds. We sat down together and after an hour or more of earnest conversation and dreaming, a new fraternity for prospective teachers of vocational agriculture was launched. We decided that if there were ever groups of men, unified by a high purpose for the achievement of nation-wide good, these men in the colleges, preparing to teach vocational agriculture, were such groups. Why not band together in a professional fraternity and enjoy the benefits which such fraternities have brought to other groups with no more worthy motives or causes for organization than teachers of vocational agriculture have?

We worked out a tentative constitution and a trial ritual and proceeded with the local and national organization plans. The preamble to the constitution sets forth the purposes and ideals of the fraternity:

"In order, (1) to promote, develop, and conserve a true professional spirit in the teaching of agriculture, among prospective teachers who are students in teacher training; (2) to help discover and train teachers of agriculture who shall be efficient rural leaders in their communities; and (3) to foster a fraternal spirit of helpfulness and service among students in teacher training for vocational agriculture, we band together in this professional fraternity." The constitution proceeds in simple, dignified form providing a flexible organization adaptable to the interests of various states and institutions. The ritual of the fraternity is a beautiful, impressive ceremony, driving home the ideals of agricultural education, character, and service to rural life.

The fraternity has grown in interest, influence, and number thruout the last decade. The following chapters are now organized:

1. Alpha—University of Illinois.
2. Beta—University of Nebraska.
3. Gamma—University of California.
4. Delta—George Peabody College.
5. Epsilon—University of Florida.
6. Zeta—Colorado Agricultural College.
7. Eta—Pennsylvania State College.
8. Theta—University of Wyoming.
9. Iota—Louisiana State College.

Several other institutions are now considering the installation of chapters of Alpha Tau Alpha. The national officers are as follows:

Dr. Aretas W. Nolan, president, University of Illinois, Urbana-Champaign; Dr. K. C. Davis, first vice-president, George Peabody College, Nashville, Tennessee; Professor G. A. Schmidt, second vice-president, Colorado Agricultural College, Fort Collins, Colorado; Mr. Herbert J. Rucker, secretary-treasurer, University of Illinois, Urbana-Champaign.

The Alpha Tau Alpha fraternity has

(Continued on page 208)



Part-Time Courses



Part-Time Education in Colorado

A Colorado Teacher of Agriculture

THERE is no place in the whole system of education where education is so efficient as in part-time work. There is no place where schools can spend money and reap such tangible results as in part-time education.

Here we have, in the case of the part-time farm boy, a boy who has already chosen farming as his vocation and a boy who has decided to come back to school for the specific purpose of getting more information on his vocation. It is in this group that one finds the keenest interest. Any agriculture teacher who has taught a part-time class will agree with that statement. A group of these young men, for they are really young men instead of boys, can ask a teacher more good, practical questions in a few minutes than he can possibly answer in a day.

In my work as an agriculture teacher at Brush, Colorado, while driving about the country supervising projects, I observed a number of farm boys who had quit school for various reasons. The reasons why boys quit school make a long list and are familiar to most teachers. Probably the outstanding reason why farm boys quit school is because the school failed to offer the training that the boy wanted and could use. It occurred to me that these boys might like some more training along the line of their chosen occupation. In talking with some of them I found they were interested. In making some investigations I found that the Smith-Hughes Act and the plans for Colorado provided for such education. I found my school officials very agreeable and very much in accord with the idea.

We set out to make a curriculum for these boys. We agreed that they should have, in addition to their agriculture which was to be their basic course, some English of a very practical nature. We also thought they should have some mathematics, but not necessarily algebra. We decided that the thing they needed most was a course in farm arithmetic and business English, which, together with their agriculture and farm shop, would give them a full regular day.

Length of Course

As to how long this class should run, we decided that these part-time students should have a regular school day and that the course should last for one semester during the middle of the school year. This course started early in November and closed in March, this being about the period during which the ground is ordinarily frozen.

In promoting the class, newspaper publicity was used, circular letters were sent out to all possible students that we knew. This list was greatly enlarged from the all-day class. Many personal

calls were made. To my surprise, on the opening morning two boys came that I had never heard of. I made it clear the first day just why we had started the course and that I was very much interested in the course. I also made it clear that there would be no discipline problems, but that we were going to have a good time working together, that there would be time for them to use the gymnasium one period each day, and that there would be other opportunities for recreation. I also suggested that the only fair way to judge as to whether it would be worth their time to attend the course would be for them to attend for at least two weeks or until we had time to get the course organized and going. Then if it was not worth their time to come, after they had given it a fair trial, of course, it would be entirely all right for them to drop out.

Boys Interested

None of the boys did drop out, however, for the lack of interest. Eleven boys were enrolled in the course. Two of those dropped out about the middle of the winter because they had to work at home and two dropped out about the first of March in order to start spring work. The other seven stayed and completed the course.

I shall never forget our closing exercises at the end of the course. The boys had listened during the winter to programs of various kinds supplied by the members of the regular high school student body. They told me one day that they would like to do their bit and put on some kind of an entertainment. In checking the group over I found that we had very little talent. We could find no plays written for male characters only that were worth putting on. So it was decided to make our own. The scene was a country store. The characters were the grocer, sheriff, loafer, an Irishman, Jew, and so forth. Each boy had a part. All were to get a group of three or four jokes on different people. A simple plot was laid and the affair went off with a bang. The entire student body voted it the best entertainment of the year. The next and final day the entire assembly was devoted to a final program.

I resigned there, moved away the next fall, and did not have an opportunity to conduct another part-time class, but I had many calls the next fall for another class. It is my firm belief that if the class had been conducted another year the enrollment would have been greatly increased. While I do not have accurate records to show just how many of those boys are now farming, I have considerable information from my successor and others of that community to show that every boy who was a member of that class is now farming.

The course given to the boys was in animal husbandry and similar to the course offered to the all-day class in animal husbandry except that it was more concise. It was made just as practical as possible with more emphasis upon their own particular needs. The interest thruout this course was very keen, with a great desire upon the part of the boys for solutions to the many problems that they had encountered in their farm experiences.

The farm shop course was similar, also, to the course given in the all-day classes except many of the fundamental exercises were omitted. The boys were given more of an opportunity to select the enterprises, as well as the jobs, in which they were most interested. Work was done in about all of the important enterprises that are common to this part of the community.

The farm arithmetic course especially deserves mention. Our manual training teacher taught the class and did a very excellent job both from the standpoint of teaching and of co-operation. The course was farm arithmetic. At the time the boys were learning to balance rations in the animal husbandry class, they were learning the fundamentals in arithmetic that would be involved in such problems. The same was true in measuring hay and irrigation water. The arithmetic was tied up with the farm shop work also. The boys were taught to figure concrete materials at the time we were doing that work in shop. Every effort was used to correlate the arithmetic, the farm shop, and the agriculture courses, and it worked successfully.

A Part-Time Course by a Beginning Teacher

RALPH E. YOUNG,
Vocational Agriculture Instructor,
West Manchester, Ohio

I WENT on the job as a beginning teacher July 15, 1931. My first contact with a part-time group was the making of a rather detailed part-time survey of the young men in my community. In this survey I visited personally 60 young men between the ages of 16 and 25 and gained definite data about their farming program and practices.

Suggestions were made concerning the organization of a Y. M. F. C. and a course during the winter months. Much interest arose, and we held our first meeting of the year on Tuesday evening, November 17.

Our first meeting was characterized by the organizing of a Y. M. F. C. and choosing a topic for the discussion during the winter months. The group chose swine management as their subject. We have met every Tuesday night since

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Evening Schools



Improvable Practices as the Basis for Evening Courses in Agriculture

N. E. FITZGERALD, University of Tennessee

THIS article is a brief of a paper dealing with the organizing of agricultural courses for evening classes with farmers, on improvable practices in the community. While the procedure discussed deals with the eveningschool, the same principle may apply equally well in other types of instruction in agriculture. The thesis of this article is that we need to start with improvable practices. Improvable practices exist when:



N. E. Fitzgerald

(a) The teacher has the necessary information and experience to be able to lead the farmers in a discussion on the practices concerned.

(b) Data are available from the experiment stations or from experiences of successful farmers.

(c) The farmers interested have the facilities for carrying out the improvements.

(d) The practices are subject to improvement economically.

We have been saying much about the organization of courses for evening classes and emphasizing that the courses should be based upon the "needs" of the community. The use of the term "need" has become commonplace to the extent that it is meaningless because it does not lead to a specific point. For example, teachers go into communities and find that there are problems in the production of hogs, and they set up a course on hog production for the evening schools. Now, not all problems in hog production are economically improvable in any given community. Therefore, probably the need of the community is a course including a few jobs in production rather than a course covering the entire enterprise. The term "need" does not mean the same to all teachers because their experiences in different communities are along different lines. This adds to the confusion when we talk in terms of community needs.

Purpose

The purpose of the agricultural evening school would seem to be to get the farmers to put into practice the things taught. This would mean that an evening school would have no place in a community where there were no improvable farm practices. It would mean that it would be useful only in a community where certain practices could be improved or certain new practices introduced.

The term "improvable practices" has

been used in papers and bulletins and we have suggested that there must be improvable practices before a course in evening school will be valuable, but we have never quite reached the point where teachers of agriculture actually list the improvable practices for a community and then build courses of study from that list. We are still building courses based on topics and in this procedure the improvable practices emerge slowly, if at all, as the courses proceed. In fact, there is still a question in the minds of many teachers as to what is really meant by improved practices.

Some teachers feel that they know, but their reports show they do not. Reports coming from teachers still contribute such generalities as "improving pastures" and from them one cannot tell whether the improvement of the pasture is due to liming, clipping, manuring, or some one of the other numerous possible ways of improving. A teacher should know, before going into an evening course on pastures, definitely what improvements need to be made in pastures in his community. He should not talk in terms of general conditions, but should tie himself down specifically to something that the farmer can do and which can be recognized as a procedure by another farmer and done by him. If a farmer adds lime in the quantity recommended, he has done something definite which can be followed by a neighbor, but if he has merely improved his pasture it is necessary first to find out what he did to improve the pasture before any other farmer can follow it in practice.

Teacher Handicapped

Another difficulty encountered, if the improvable practices are not set up in advance of the organization of the courses, is that the teacher does not have them well in mind and does not proceed with them in the course itself with sufficient understanding and enthusiasm to carry him out into the community for the supervision of the practice work. Since teachers do not often enough begin the organization of the course based upon improvable practices, it is difficult to get them to think of these practices as parts of an integrated whole which is the business of farming. We must place more emphasis on the relationship of the improved practices to the development of the whole farming business.

The problem of the teacher is to find out the practices that need to be improved and then get the farmers to agree that it would be worthwhile to study the possibility of improving them. It is necessary for the teacher to make a survey of the agricultural practices in the area, listing together those some-

Altho this article deals specifically with evening school teaching, it makes a contribution to the philosophy of the whole field of agricultural education. The principle applies to all-day teaching as well as to evening work. We are hearing more and more about improved practices. The teacher of agriculture who does not keep up with developments along these lines will be a back number within a very few years.

—Editor.

what related in practice. This gives a rather definite classification of practices that need to be improved and in such form as may be used for organizing the course. Organizing a course in agriculture without finding out the improvable practices generally lacks definite objectives and often tends to lead to discussion on less important jobs, many of which have no real vocational value.

Whenever a teacher follows questions coming from an individual in the class to such an extent that he is thrown from his regular course it is because the material has not been well prepared, and it has not been well prepared because of the lack of definite objectives. Recently, a teacher of agriculture organized a "live-at-home" program but left out poultry. When asked why he did not include poultry, he said, "The farmers in my community are not interested." Some weeks later, on visiting the class, he was found to have as his lesson something about poultry. On investigation it was found that this was his second lesson on poultry and that both lessons had been gotten up hurriedly, without adequate preparation and with very little data. The lesson resolved itself into a lecture. So far, no intimation about supervised practice has been received. None is expected because on the night the class was visited the following phases of poultry were discussed: culling, housing, controlling diseases, and feeding. None of these was followed to a practical conclusion. This teacher failed to grasp the possible objectives of the course.

Seeing the Need

As an example of the opposite type, the answer to an inquiry of a teacher who recently asked the supervisor for suggestions about what to include in his evening school work, will be cited. The teacher saw need for help with the income-producing crops but did not know how to proceed. When asked what were the chief cash enterprises in the community, he said that only tobacco and potatoes were considered as such, and since the price was down on both of these, he could not see what was possible to be done. The supervisor then began

asking questions about the status of these two enterprises. He asked the price received for the different grades of tobacco this year and found that the superior quality sold for a price that was profitable. The lower grades did not bring a price to make their production economical. The outlook data were studied to see the size of the crop for the past year and the trend, so far as production, disappearance, and price were concerned. The conclusion finally reached by this teacher was that only high-quality tobacco seemed to bring a profitable price, and that if farmers would decrease acreage and use better methods of cultivating and fertilizing in order to raise the quality they would have an opportunity to make some money. He feels that under present conditions the average farmer would see that there is little use in going ahead with production as practiced at present. From this, there would seem to come a number of improvable practices under the present economic situation. With the set-up of the list of practices that should be improved in the growing of tobacco in the area concerned, the teacher is now ready to bring in, from every source possible, definite information that will help teach the practices set up. If we are to assume that the teacher had rather logical suggestions about the tobacco crop, we might find a list of improvable practices including the following:

(a) Reduce acreage to point where it can be handled for higher-grade production.

(b) Use more intensive cultivation.

(c) Use better fertilizers.

(d) Use more adaptable land.

(e) Plant less-adapted land to other crops, such as pasture crops. The outlook material is a good source from which to secure the trend in acreage of tobacco, production, and something of the cost of production. The yearbooks of the United States Department of Agriculture give much usable data from which one can easily construct graphs indicating prices and production cycles. Also graphs are available from the United States Department of Agriculture, Bureau of Agricultural Economics, for much of the information needed. The other foregoing factors would be treated almost entirely from the standpoint of state experimental data or based upon the successful practices of farmers in the area.

If the chief problem seems to be marketing, which a great many farmers at present feel is the only real problem, we should first analyze the situation to see just what is being done that can be done better. The case just cited involves the marketing problem. It was found that only high-grade tobacco was bringing a profitable return, but, at the same time, it seems necessary to change the production practices in this case in order to produce the thing that the market is demanding.

The writer is of the opinion that the securing of improved practices becomes a relatively simple matter when the course is based on improvable practices generally recognized as such by the farmers in the community, before the class is begun. For example, if the farmers in a community request a course dealing with a certain practice they should be more easily interested in practice work. At the general meeting mark-

ing the closing of six schools in one Tennessee county, the farmer leaders from several of the different communities expressed the hope that next year another course would be offered and that "co-operation" might be studied. It is a rather definite fact that marketing practices in most of the commodities produced in this county could be improved. We figure now that the duty of the teachers this summer will be to make a survey of the marketing practices of the farmers of their communities and then set up a list of the improvable practices in connection with the marketing of the commodities produced, and from that, set up a course of study which will give the farmers information about the possible methods of improving these practices. In connection with this, it will be necessary to use the outlook and supplementary material as the farmers will need to study the economic status of each of the cash enterprises.

If the procedure suggested in this paper is followed, it will mean that teachers of agriculture will have a method whereby they can rather easily determine, from the present practices and from their training, what practices are improvable. With the improvable practices set up in the foreground the teacher has some very definite objectives to work towards in the evening school classes. Also, by setting up the improvable practices as the objective, the teacher will easily eliminate a great deal of non-essential material and keep his course more nearly on a vocational basis which, because of its very nature, would be of more interest and benefit to the farmer group.

Following Up the Classroom Instruction in Agricultural Evening Schools

EVENING school work does not end with the classroom. In fact the work may not be worthwhile unless a definite follow-up program succeeds the meetings," is the thought provoking statement made by G. F. Ekstrom, supervisor of agricultural education for Iowa, in his article on "Adult Education in Agriculture" in the November, 1930, *Agricultural Education* magazine.

The effectiveness of many an evening school has been materially lessened by the failure of the teacher to properly follow up the group instruction. The responsibilities of the teacher must extend beyond the class meetings to reach the majority of the farmers in the class. A farmer may agree that the adoption of a certain *improved practice* is desirable, but he is at once confronted with his own individual difficulties in putting the improved practice into operation on his farm, with his lack of skill, or with his doubt as to the value of the practice on his particular farm. Here is where the teacher must follow up the group meetings with visits to farms of the members of the class to advise, to encourage, and to assist with individual problems of each farmer in the group. Here is the teacher's opportunity to demonstrate methods of doing and to present to the farmers the opportunity for learning new skills or increasing efficiency in old skills. This is an integral part of evening school work and just as important as group instruction, at times more so, as often the value of the class

instruction is lost because of failure to do the follow-up work.

Follow-up work is merely the continuation of the instruction started in the classroom. Part of it may be on the group basis but a majority of it is likely to be on an individual basis. Too many teachers interpret follow-up work to mean merely *checking on results*. Follow-up work is *teaching* and very little teaching is done during the formal procedure of securing the information needed to make the reports to the state office. Of course, follow-up work and checking results may both be done at the same time in some instances, but the checking should be incidental to the individual instruction given at the time of the visit.

Each evening school teacher should carry out a definite follow-up program for the purpose of increasing the number of *improved practices* adopted by the members of his class.

Some Suggestions on Ways of Following Up Evening School Instruction

A. During the evening school.

1. Visit the class members.

a. To encourage them to adopt improved practices.

b. To help them with their individual difficulties in adopting improved practices.

2. Hold several group meetings to continue the instruction (Divide the class into groups of 3 to 8, depending on the job).

a. To demonstrate the methods of doing a job.

Examples: Top working pecan trees, pruning peach trees, culling, and so forth.

b. To supervise practice of farmers in doing job.

Examples: As in "a" and in terracing, selecting seed corn in the field.

3. Present class members with mimeographed summaries of the decisions reached by the group. (This has been found to be a satisfactory practice by a number of teachers. The farmers like the idea as it gives them a record of decisions reached, also the needed technical information in a permanent form without the necessity of taking notes at the meetings.)

4. Take class members to farms where the improved practices taught have already been adopted.

5. Write news stories featuring the decisions reached by the group and the value of the improved practices.

B. During the six months or more following the last class meeting—

1. Encourage farmers to adopt improved practices.

2. Hold several group meetings to continue the instruction on jobs that were not seasonal during the evening school. For example, budding the top-worked pecan trees.

3. Take class members who have not adopted improved practices to visit class members who have.

4. Hold one or more follow-up meetings of the entire evening school class to discuss the results secured by members who adopted improved practices. Make a special effort to have farmers present who did not adopt any (or only a part) of the improved practices taught.

5. Write news stories about the results obtained by class members who adopted improved practices.—Texas A. and M. Service Bulletin.



Methods



Vocational Agriculture Discovers the Human Mind

H. M. HAMLIN, Iowa State College, Ames

"To assume that a boy has a mind is the quickest way to develop a mind in him."

—JOHN ERSKINE.

THERE is probably no educational problem about which we can have an opinion that is not conditioned by our concept of the human mind. A good share of the differences in educational practice trace to differences in our view of the nature and possibilities of the mind.

Now the psychology which supports the conception of vocational agriculture which became prevalent about 1917 and which has since been dominant has a definite and easily traced genealogy. It came to us largely from Charles A. Prosser, first federal director of vocational education, who got it from Dr. E. L. Thorndike of Teachers College, Columbia University, during the period of his doctorate study at that institution.

The fact that Dr. Thorndike's psychology was at that time largely based upon experiments with animals and ignored the most uniquely human of man's characteristics, including the ability to think and to plan and to use language, is of the utmost significance to us. The fact that liberal portions of the older Thorndike psychology have since been repudiated by himself or have been disproved by others is also highly significant.

What are some of the errors into which we have fallen thru a faulty conception of the human mind?

First, we have often believed that manipulative activities are the most important, the most practical part of our program. We have railed against "verbalism" and exalted "learning to do by doing," meaning usually doing in a manipulative sense. We have failed often to see that language, if well understood, is the most effective agent we have in learning.

Second, we have gone in for the idea of highly specialized training, denying the power of the mind to generalize, asserting that there is a deep, wide gap between vocational and general education, and trying to train very definitely for all of the long train of situations a pupil may encounter in later life.

Third, we have insisted on teaching immediately before application, holding that the mind is incapable of planning profitably deferred action or applying principles at some remote time.

Fourth, we have insisted on repetition rather than understanding, in teaching,



H. M. Hamlin

sometimes suiting our methods better to the training of animals than to the education of human beings.

Fifth, we have not conceded the possibility of teaching to think, but have been preoccupied with teaching subject-matter, a much less important task.

There is some evidence, however, that we are recovering from this attack of perverted psychology. Dr. Hammonds has an article on transfer of training in the January issue of this magazine. Professor Lancelot's *Handbook of Teaching Skills* has had some vogue and influence. Very frequently now we hear someone in our field claiming that the ability to think can be taught and that managerial abilities are more important than manipulative abilities. We have largely left the "vocational halfday," which was deemed necessary mainly because of the large part manipulative activities played in our former scheme of training. Frequently it is asserted that vocational agriculture, well taught, makes a definite contribution to general education and vice versa. We are hearing less of seasonal sequence, more of project planning and budgeting. There are fewer who conceive of supervised practice as an arrangement for standing over the boy and seeing that he carries out the ideas supposed to have been taught in the classroom, more who teach so well in the classroom that this sort of supervised practice is unnecessary. Some of us have come to see that highly specific education, designed to prepare for every contingency of life, is impossible and impractical, and that the acceptance of the full implications of the doctrine of specific training leads us to the negation of the possibility of education itself in an ordinary sense of that word.

Dr. George S. Counts of Teachers College, Columbia University, has phrased our present psychological dilemma most excellently in his book, "The American Road to Culture," when he says under the heading, "The Doctrine of Specific Training":

"The principle of practical utility has received quite unexpected support from a long series of learning experiments conducted by American psychologists since the nineties of the last century. These investigations have been interpreted as proving that learning is specific rather than general, that the development of facility in one field of endeavor is of little value in another, and that, in a word, all talk about training the mind should be regarded on the same plane as belief in witchcraft. Thus were destroyed the foundations upon which the old classical education had rested in America. According to the view which had formerly prevailed in academic circles and which had been generally accepted by the ordinary citizen, prob-

ably because the line of reasoning was difficult to follow and was supported by the prestige of great names, the study of Latin and Greek and mathematics develops in the student general mental powers which are then available for service in various spheres of practical endeavor.

"The educational implications of the new doctrine were quickly grasped by the American people and proved to be entirely congenial to their temper. When they were told by eminent psychologists that the study of Latin merely gives facility in Latin and the study of trigonometry facility in trigonometry, the argument appealed to their practical sense and the scene was laid for a new attack upon the curriculum. Being convinced that education should prepare for the real activities of life and being convinced further now that the only sound method of preparation is thru direct participation in these activities, they were forced to turn for guidance to an examination of temporary society. The logical result was the development of the technique of job or activity analysis. According to this method life as it is lived today in America should be analyzed into its separate activities and the school program should be compounded in some fashion from the findings. The underlying assumption is that learning is specific and that faith in the development of general intellectual powers is educational superstition.

"At the present time, however, the Americans find themselves in a serious dilemma. They have come to realize that they are living in the most dynamic civilization of history and that the world about them is undergoing constant transformation. Obviously the doctrine of specific training, the doctrine of psychological mechanism, the doctrine that all learning is essentially the formation within the nervous system of bonds between particular situations and particular responses, the doctrine which was welcomed half a generation ago as the sure road to educational salvation, makes no provision for adjustment to a changing civilization. As a consequence, educators find themselves constrained to prepare the coming generation for the rapidly shifting scenes of industrialism with a psychology which implies that this is impossible. They are therefore turning to the re-examination of theories once discarded and the formulation of a new theory of learning."

What are the tenets of a sound theory of mind on which to base a program in vocational agriculture? Very roughly they are the following:

1. The mind is a unit and must be trained as such.

2. The distinctive feature of the

human brain is the cerebrum, whose functions are radically different from those of the cerebellum. The kinds of learning which are most important to a human being are the kinds which no animal, with cerebellum as good as ours but no cerebrum, can take on.

3. Language is an instrument of thinking as well as of communication. It is fully as important in the former role as in the latter role. We learn to do largely by thinking; we think with words; hence the significance of language in teaching persons to do.

4. The mind's greatest power is that of generalization. It can set up for itself general standards and techniques which regulate the specific affairs of life. Among these may be general standards and techniques for the thinking process.

Persons who are handicapped by a less sound psychology will find a mass of literature which expands the four points mentioned and adds others. Let me list a few sources:

First of all, I suppose we should mention Judd's chapter on "Formal Discipline" in his *Psychology of High School Subjects*, written in 1915, or his chapter on "Generalization" in his recent *Psychology of Secondary Education*, which varies not at all from his writings of 15 years previous. The doctrines expounded in this article are not new; they have simply been obscured in our particular field thru a peculiar chain of circumstances.

A second source, which helps to give a proper conception of the human mind and its possibilities, is Herrick's *Brains of Rats and Men*. Thorndike's latest book, *Human Learning*, sets us right with respect to some of the doctrines previously disseminated in his name. There are good selections along this line quoted in Cameron's recent *Viewpoints in Educational Psychology*, for instance Stratton's classic article on "The Mind as Misrepresented to Teachers." Gates' revised edition of his *Psychology for Students of Education* presents the current teachings of Teachers College, Columbia University, which contrast rather widely with those of the same institution 15 years ago. Bagley's chapter on "Education for Adaptability" in his *Education, Crime, and Social Progress* is another statement of the modern Columbia viewpoint along the same lines.

The United States Department of Agriculture has recently published a series of Outlook Chart Books for 1932. These charts are of convenient size for meetings of evening classes. The outlook chart books in this series include the following: Demand, Credit, and Prices; Corn and Minor Crops; Potatoes, Hogs, Sheep, and Wool; Dairy Products; and Poultry and Eggs. This material may be obtained free from the United States Department of Agriculture, Bureau of Agricultural Economics, Washington, D. C.

The International Harvester Company announces motion picture reels on 23 subjects, lantern slide sets on 18 subjects, and charts on 14. Booklets and other information regarding these may be secured by addressing the Agricultural Extension Department of the company at 606 South Michigan Avenue, Chicago, Illinois.

A Training Program for a Farm Boy

HERMAN FAUBER,
Assistant Supervisor, Colorado

IF THE major objective of vocational education in agriculture in the all-day class is to train the student for a farming occupation, then the system of organization used by the majority of teachers at present should be changed.

It seems that teacher-training departments have overlooked the major objective of vocational education in agriculture and are spending their time in developing teaching technique, and forgetting to correlate this technique with the job at hand. Lesson plans published in various agricultural magazines show no connection with the individual training program but show a plan which is to be superimposed upon the student, regardless of his interests or farming situations. These plans usually develop from a community survey made by the teacher. From this survey he picks his enterprises and these enterprises constitute the course of study to be used. Regardless of the individual differences in the class, the differences in kinds and sizes of farms, and parents, the enterprises resulting from the survey are used. Let us now consider some of these differences noted by teachers of vocational agriculture.

Differences in pupils:

1. Rate of work.
2. Rate of thinking.
3. Plane of thinking.
4. Farm experience.
5. School accomplishment.
6. Mentalities.
7. Stature.
8. Initiative.
9. Vocational aims.
10. Attitudes.
11. Interest.
12. Ambitions.

Differences in parents:

1. Financial.
2. Types of farming practiced.
3. Attitudes toward general education.
4. Attitudes toward vocational education.
5. Interest in their children.
6. Attitudes toward farming.
7. Size of farms.
8. Size of families.
9. Social standing.
10. Ownership.
11. Education.
12. Health.

Differences in farms:

1. Size of farm.
2. Location.
3. Improvements.
4. Fertility of soil.
5. Types and kind of livestock kept.
6. Cleanliness.
7. Climatic conditions.
8. Rented or owned.
9. Leases and contracts under which farms are rented.

In setting up a program for the farm boy the above analysis must be considered, and a method of instruction and organization should be developed to meet these variations in demands.

Before considering a method of instruction the problem of organization of the students' course of study should be met.

The following analysis shows the advantages and disadvantages of the

courses of study for students in vocational agriculture based on the community and farm survey prepared by the instructor and the course of study based upon the supervised practice programs of the students.

Course of Study Based on Teacher's Survey

ADVANTAGES

1. Can prepare program before school opens.
2. Boys will be familiar with jobs to be taught.
3. Course of study in line with types of farming in community.
4. Helps new teacher get established.
5. Easier to develop yearly teaching plans.
6. Makes a favorable impression with school administrators and others.
7. Allows certain flexibility of program.
8. It is organized and systematic.

DISADVANTAGES

1. Lack of uniformity of interest among students.
2. Curbs ambition of boy who wishes to specialize.
3. Tends to make the course too formal.
4. Teacher superimposes his course.
5. Usually does not allow time for supervised practice study.
6. Usually a great amount of non-functioning material offered.
7. Is not in line with the basic psychology and pedagogy of vocational education.

Course of Study Based on the Students' Supervised Practice Program

ADVANTAGES

1. All work functioning.
2. More pupil interest.
3. Better discipline.
4. Meets variation in capacities of pupils.
5. Develops individual thinking, planning, and responsibilities.
6. Will develop project program and attract the better farm boys and popularize the course.
7. Permits more individual help and guidance.
8. Offers a greater opportunity to develop a real training program.
9. Is in line with the basic psychology and pedagogy of vocational education.
10. Allows for the "pusher" type of teacher rather than the "puller" or "pouder" type of teacher.
11. It is organized and systematic.

DISADVANTAGES

1. Classroom technique is more complicated.
2. Teacher must work harder.
3. Not easily adapted to the town boy.
4. Not adapted to large groups.
5. Harder for the inexperienced teacher.
6. Will fail under teacher who plans just to get by.

From the above analysis one can readily see that the advantages of the course of study based on the supervised practice program are more important and correlate more closely with the underlying psychology and pedagogy of vocational education than of the course of study based on a community survey.

The community survey has its value but should not be used as a foundation for the courses of study in vocational agriculture.



Supervised Practice



Cost of Travel for Teachers of Agriculture

EDMUND C. MAGILL, Virginia Polytechnic Institute

[This article is one of a series summarizing researches in the field of agricultural education.]

[Contributions to this series should be sent to the Research Editors: Mr. Wiseman for Pacific and North Central; Mr. Magill for the Southern and North Atlantic Regions.]

CONSIDERABLE debate has been devoted to the question of the cost of travel of instructors in agriculture. A 12-month study has been conducted in Virginia to answer this question.



Edmund C. Magill

Three qualities or classes of roads were recognized: good, medium, and poor. There were four instructors for each class of roads.

Variations in the data are considerable. The mileage ranged from 858 to 20,174 miles, and the value of the automobiles from \$40 to \$985. The condition of the roads varied considerably, and yet, this feature is apt to be overlooked. The "total cost" is more significant than "cash cost." One may purchase a new automobile to secure lower operating costs and freedom from delays, and frequent repairs, yet, the "total cost" or real cost may be changed but little. The average operating cost for all travel was 2.9 cents per mile, but the total or actual cost was 4.8 cents per mile, in this study. The lowest cost of travel was 3.3 cents per mile, while the highest was 16 cents per mile.

Effect of Mileage on Costs

If one owns an automobile and uses it for only one mile there are fixed costs which must be met. The most important is depreciation, occurring not from wear or tear but because the automobile becomes a second-hand one with a speculative value, and automobile engineering is producing both new styles and improvements which lower the value of those in existence. The following data show that the greater the mileage for any automobile the lower the expense per mile. This decrease in cost for the first few thousand miles is very rapid on any automobile, particularly a new one.

One fluctuation is to be seen in these figures. This might be explained. All automobiles in the second group were moderately good machines (two being new ones), and at the same time road conditions were poorer than for the other three groups.

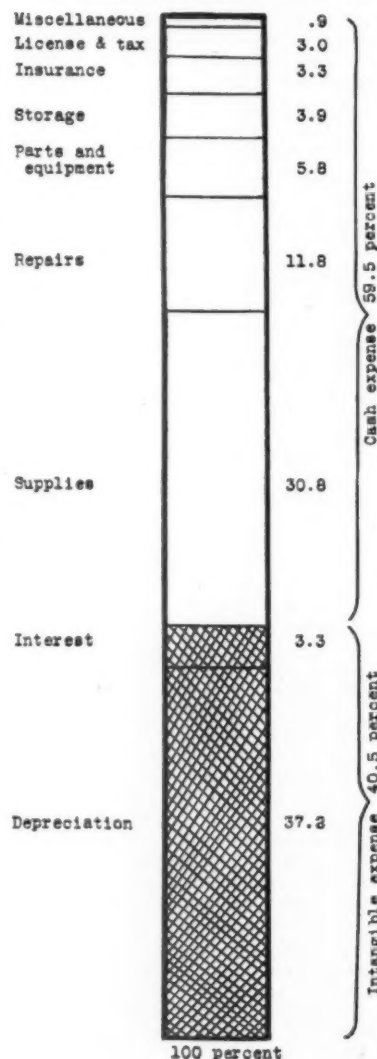
Average Mileage	Average Value of Cars	Cash Cost per Mile	Total Cost per Mile
17,861	\$490	\$.024	\$.038
14,004	488	.031	.047
7,118	358	.027	.044
3,161	238	.039	.061

Note: Some of these automobiles operated less than three months and were eliminated from this grouping. Road conditions and value of automobiles resulted in a slight fluctuation in the 14,000-mile group.

Quality of Roads	Average Number of Miles per Teacher	Average Value of Cars	Depreciation	Cash Cost per Mile	Total Cost per Mile
Good	14,313	\$636	\$230	\$.028	\$.053
Medium	17,391	541	186	.025	.04
Poor	11,544	359	132	.036	.055

Cost of Automobiles	Number of Cars	Average Depreciation	Cash Cost per Mile	Total Cost per Mile
\$800 to \$999	3	\$347	\$.032	\$.064
600 to 799	3	310	.021	.041
400 to 599	5	176	.028	.046
200 to 399	4	113	.028	.046
1 to 199	2	50	.048	.071

DISTRIBUTION OF EXPENSES IN OPERATING AUTOMOBILES BY THE 12 TEACHERS
(Total cost being 4.8 cents per mile)



The Effect of Quality of Roads on Costs

Good roads are found in areas of denser population. In these areas not as much travel is necessary to reach a goodly number of vocational students as in areas of poorer roads. On the other hand, with better roads, there is a continuous temptation to go considerable distances for both personal and professional reasons. As a result, in the following table, the kind of road does not indicate very well the amount of travel.

With good roads there is a temptation and some justification for better automobiles. "Trading in" for a new car and a more expensive one than is justified for service, is apt to result. Any heavy overhead in automobiles may satisfy personal desires, but this increased cost can hardly be applied to an instructor's official travel bill. *The better the roads the more expensive the automobile used by the teacher.*

The depreciation on more expensive automobiles is greater. Therefore, in sections of poorer roads this is evidently realized by teachers, and they use lower-cost automobiles and are inclined to hold on to the old machines longer. If instructors in the poor road areas were to use as expensive machines as those in the better road areas, their costs would be still greater. While in an area of poor roads depreciation is greater on any automobile yet by the use of lower-cost machines the depreciation is in reality lowered. *Instructors in areas of poor roads should receive one cent more per mile than others.*

In the following table an attempt was made to eliminate more expensive automobiles. This could not really be done because the automobiles in the first group were still more expensive by quite a bit than those operating in the poor-road area and a little more expensive than those in the area of medium roads. The factor of the distance traveled and spread of overhead costs also prevented seeing the true picture of the effect of the relation of the kind of roads to the cost of travel.

THE EFFECT OF QUALITY ON ROADS
(When the heavy expensive cars are eliminated)

Quality of Roads	Number	Cash Cost per Mile	Total Cost per Mile
Good	4	\$.026	\$.048
Medium	5	.25	.04
Poor	5	.037	.053

Effect of Value of the Automobile on Cost of Travel

An old, worn out automobile is inefficient in two ways. It cannot be relied upon to be ready to go, to get there, nor to get there on time. The cost of travel is excessive, due to increased costs for repairs and operation. On the other hand, expensive machines involve increased depreciation, interest, taxes, insurance, and more gas per mile. New automobiles of the type valued at \$600 to \$800 in this study showed the most economical costs, 4.1 cents per mile. (See figures below.)

The used cars of this type were next in efficiency. Automobiles of high valuation and automobiles of very low valuation are the most costly per mile of travel.

Conclusions

1. The idea of the cost of travel is that an instructor shall be paid the total actual cost for the use of his automobile when using it in pursuance of his professional duties.

2. The average cost of travel is not over 5 cents a mile except for instructors operating in areas of poor roads, where the cost may approach 6 cents.

3. An instructor should purchase an automobile of moderate price. The cost of operation on a higher-priced automobile is greater but this increased cost cannot be justified as a claim for official travel.

4. The question of whether to purchase a new machine can best be answered by the cost per mile. As few will keep figures on costs, it is largely a matter of judgment. Where travel exceeds 10,000 miles a year it may pay, from the standpoint of cost alone, to "trade-in" once in three years. Yet, such cars as Chevrolets and Fords, maintained with care, should operate efficiently at less than 5 cents a mile up to 40,000 and 50,000 miles. Where travel is as low as 3,000 to 5,000 miles a year, the automobile, from the standpoint of costs, should be operated until totally out of date.

5. The cost of travel, in this study, is composed of 60 percent cash outlay and 40 percent intangible outlay or depreciation and interest.

Iowa Supervisors Conduct Project Tours

G. F. EKSTROM,
State Supervisor,
Des Moines, Iowa

A MAJORITY of the Iowa vocational agriculture teachers participated in a series of supervised practice tours which were conducted by the board for vocational education in co-operation with local instructors in 14 departments of the state during the months of June and July. A total of 77 instructors, together with several school superintendents, members of boards of education, press representatives, and other persons attended the tours.

The field trips were so arranged that the visitors might see the individual and group follow-up activities being carried out by pupils who were enrolled in day and evening classes during the previous school year. In some instances the membership of the local high school agriculture classes or the personnel of evening

classes of adult farmers accompanied the visitors during the day and participated in the discussions pertaining to the observations made.

This is the second year that such tours have been held in the state. A number of instructors have suggested that the trips be scheduled during the fore part of August in another year. Such an arrangement will enable more people to attend and will place the crop and livestock programs on exhibition when they will have been further advanced.

Map Shows Location of Projects

JOHN CONYNGTON,

Instructor in Vocational Agriculture,
Pinckneyville, Illinois

ONE of the best methods to get publicity for project work is to prepare a large map. On this map I mark the location of each boy's project or acres and crops grown. I try to have a number of photographs showing some of the students at work on their projects. By having this map hanging in the agriculture room it is easy to show visitors.

Holding Interest in Summer

A LIVE-WIRE teacher sends out a monthly letter during the summer. Here is a sample:

Realizing that you each like to know what the rest of the bunch is doing during the summer, I plan to send out a monthly write-up as I did last year, of the impressions gathered during visits at your homes.

I drove to Oliversburg on Tuesday and found Doc in the house getting caught up on his rest while he waited for his ground to dry up enough to be plowed for soy beans. Gliser plans to put in 25 acres this year.

Ralph and Paul have given up farming and have started fishing for a living. At least they were following that occupation Wednesday morning. Their dads showed me the fields of corn that they each have as projects. Ralph has 10 acres that look pretty good. A little cultivation and some warm weather will make it come out in good shape. Paul's corn looks about the same except that it is on wetter ground. A part of his field along a pasture is badly infested with adult chinch bugs. Just how much damage their offspring will do remains to be seen. We plan to fertilize a few rows of both Ralph's and Paul's corn. We'll check on the results next fall.

Roy Hunziler's two pigs are growing at the rate of a pound a day now, Roy says. The larger of the two weighs about sixty pounds. Roy is feeding his pigs corn, ground wheat, and tankage and keeping accurate records of the amount of their cost and gains. It will be interesting to compare his records with Fuller's when we check up on projects next fall. Harold's four spotted "Polinchias" are growing nicely. They are not far behind Roy's as far as weight is concerned.

J. W. Kohl has contracted to teach a school down in the Ozarks. He is going to school at Canton this summer and leaving his project calf in care of his brother.

Curtis is taking another shot at growing corn on the field he fertilized so heavily last year. At present, his corn is the best I know of. As is the case with most everyone, he has a dandy stand of weeds, too. By the time Curtis has spent a week on the business end of a hoe, he will weigh about as much as Dutch does. Curtis plans to plant 10 acres of Virginia beans. With all his crops and a cow, a calf, and a steer, he is quite a farmer already. He says he has his project book up to date except for the big rain.

I found Hitz and Gene plowing corn out by Bear Branch. I told them I was surprised to find them working in the same field after the scrap they had in the shop this spring. They are as friendly as a pair of calves sucking ears now, which goes to prove that none of you boys mean half of what you say to each other when you're angry. Hitz is planning to plant 10 acres of soy beans soon. Gene has left his hens in care of his mother.

Dutch's hens dropped to about 50 percent production for a while, but are back to their old standard again. I'm very interested in knowing what the total production for the year for our four flocks will be. I think some of them will set a record that will stand for a while in our department.

Both Omar and Mayo were out of town for a week, but their hens stayed right on the job.

Percy rode out to Malcolm's place with me. We found Malcolm busy herding a team up and down the corn rows. He is going to go over his beans and pick out any off-variety grains so that he will be able to have seed certified next fall if it seems advisable to do so. With the acreage put out by the class amounting to as much as it does, I think we will be able to make up a carload lot.

Carl has a bunch of about forty rabbits in his rabbitry now. He is building some outside hutches and is more enthusiastic than ever about his project. He has a homemade mousetrap that would make Edison ashamed of himself.

Al was at work when I went around to see his rabbits.

Roy Fowler has bought a bunch of baby chicks to grow out.

Hitz's and Gene's claim that they get up each morning at 4 o'clock brings to mind this story taken from Wallace's Farmer: Two farmers got into an argument as to which got up earliest in the morning. One said he got up at 3:30. The other claimed that he had most of his work done by that time. The first one decided to check on the claim so got up at 2 one morning and slipped over to his neighbor's to watch. When he got there he saw the neighbor's wife working about in the yard. He went up and asked her where her husband was. She replied, "I don't know. He was around here early this morning, but I don't know here he has gone."

I plan to be busy mapping out my next year's courses during the next few weeks, but I'll be around to see each of you frequently. Keep your project books up to "now" all the time and leave them where your folks can find them for me in case you happen to be away when I come.

Yours for better projects,

Will Adam.



Future Farmers of America



More Relief Work

Relief Work By a Nebraska Chapter

THE Seven Valley F. F. A. Chapter of Callaway, Nebraska, completed its drouth relief work by baling a car-load of straw and sending it to Lynch, Nebraska, where it was distributed by the vocational agriculture boys and the Red Cross chapter of that place, co-operating. The local chapter officers have received several letters of appreciation for the timely help they extended the drouth and grasshopper sufferers of Lynch.

The local chapter repaired an old baler in the school farm shop and hauled it to the scene of operation six miles from Callaway, where a straw stack had been donated. The boys furnished teams and hayracks for hauling the straw to the car and baled and hauled the straw themselves with the exception of the last four or five tons, which was hauled by truck, the trucking paid for by the manager of a local elevator company.

The boys bought the wire by taxing each member 25 cents. Using a horse-power baler, they baled the 12 tons in 2½ days. An F. F. A. project sign was tacked on the car door. The car was free billed thru the state tax commissioner at Lincoln who has charge of relief work in the state.

Relief Program of Deer Lodge, Montana, Chapter of F. F. A.

EACH year the Deer Lodge Chapter sponsors an industrial day for boys and girls. Last fall there were on display 480 exhibits such as pies and cakes, raw fruits and vegetables, and potatoes. All edible exhibits were given to those in need, by the Future Farmers. A similar plan will be carried out again this year.

This year the Deer Lodge Future Farmers are sponsoring a county-wide depression garden program. The purpose of this program is to encourage those out of work to raise as much food for their own needs as possible. A local graduate F. F. A. leader and the F. F. A. members will assist with the carrying out of the garden club plans. Each Future Farmer will grow a garden, in addition to his regular projects.

Another relief project in which this department has assisted is the collecting of potatoes, apples, and mutton for the Red Cross for distribution to the needy.

Two Future Farmers have been able to remain in school thru the assistance of the department. A cabin for bachelor quarters was secured and such staple foods as eggs and potatoes have been given to these boys by the members.

A Generous, Practical Gift That Involved a Sacrifice

THANKS to the unselfish action of the members of the agriculture class of the Middleton Township High School at Leonardo, New Jersey, eyeglasses are being procured for 60 pupils whose sight is defective. Nowadays there is lots of criticism about young folk, especially about students. Here is an example which should give pause to the fault-finders of youth. In this section no organization of grown-up persons has made a more practical or generous contribution than that given by the 63 members of the agriculture class.

It requires no great sacrifice for persons in well-to-do circumstances or for possessors of money easily acquired to make donations to assist the unfortunate, but in this instance the contribution was made as the result of hard work by the pupils. Annually in June, for several years past, the pupils have gone on educational sight-seeing trips, paying for this from the proceeds derived from the sale of flowers and vegetable plants which they raised in the school greenhouse. The suggestion, that the pupils forego the trip and buy glasses instead for pupils with impaired vision who were unable to meet this expense, was made by Frank D. Poston, teacher of the class. The pupils voted unanimously to adopt the plan.

Well may Middleton township be proud of its agriculture class. In the past this department of the high school has often given proof of its efficiency. To this fine record is now added an example of sacrifice which could not be staged at a more appropriate time than the present when there is so much need for the alleviation of poverty and distress. In no way could such giving be more practical than in conserving the health of the citizens of the future, as will be done by the gift of the pupils of the agriculture class.—[Editorial, Red Bank, New Jersey, Register, April 20, 1932.]

LEST WE FORGET

Tune in on the N. B. C. Farm and Home Hour every second Monday in the month for the National F. F. A. radio program.

Mark these dates on your calendar:

May 9	September 12
June 13	October 10
July 11	November 14
August 8	December 12

The Farm and Home Hour is:
12:30 p.m. to 1:30 p.m., E.S.T.
11:30 a.m. to 12:30 p.m., C.S.T.
10:30 a.m. to 11:30 a.m., M.S.T.
9:30 a.m. to 10:30 a.m., P.S.T.

Crops Judging Contest Staged By Beaver Dam, Wisconsin, Chapter

BEAVER DAM, Wisconsin, Future Farmers for the past three years have been working with their juniors in rural schools. The things the local F. F. A. have carried thru are their annual judging contests; dairy cattle judging in the fall, and farm crops judging in the winter.

On the first of March eight teams of three to four Future Farmers each, went to surrounding schools, with selected samples for the purpose of instructing rural school youngsters and their teachers in the selection and identification of farm crops. These boys traveled about 200 miles on this training trip, visited 20 schools, and worked with nearly 150 boys and girls.

On the morning of March 12, 87 contestants, and 11 teachers streamed into the Beaver Dam agriculture room to try their hand at judging two classes of corn, a class each of barley, oats, and red clover, and the identification of 20 common farm seeds. The entire contest, including the selection of samples, official judging, scoring of papers, and general supervision of the contest, was entirely in charge of the local chapter, under the leadership of the chapter president.

Awards in the form of two silver cups, cash prizes, and certified grains were given. The cups and cash were donated by Beaver Dam business men and the grain by Future Farmers. The chapter furnished each contestant with a badge.

A short program following the giving of awards was staged in the afternoon. The past-president of the Beaver Dam Chapter took charge of the afternoon meeting. His statement in reference to the purposes of the contest may interest other chapters, and is as follows:

"The purpose of staging this, as well as past Rural School Judging Contests are: (1) To interest farm boys and girls and their teachers in the farm; (2) to help these same people to know what is considered the best in farming; (3) to train members of our chapter in public speaking, leadership, and in service to others."

[Mr. Larson, who sent in the foregoing article, has organized and successfully started an agricultural course for rural teachers who meet once a month at the high school for instruction in the "art" of teaching seventh and eighth grade agriculture. The teachers have held six meetings to date, and have attempted to keep one month ahead of their teachings in school.]

The F. F. A. is an organization designed to teach vocational agriculture students by participation methods. The boys are to do the work, not the teacher do the work for them.

Delaware F. F. A.'s Have a Summer Camp

W. L. MOWLDS,

State Supervisor of Agricultural Education

THE Georgetown and Bridgeville chapters of the Delaware Association held a joint camping trip on the Indian River near Oak Orchard during the last part of July that was a great success. The Bridgeville boys had a cottage and the Georgetown group, a camp nearby. This made a very happy arrangement for both groups. Games and contests such as water polo, checkers, baseball, and horseshoe pitching were engaged in between the two chapters and, of course, this meant an abundance of keen competition.

The boys had complete charge of the camp. Two boys constituted a cooking team. Their duties were to keep cook fire going, keep kitchen clean, prepare all meals, and wash all dishes. The officer of the day was responsible for the camp. His duties were to secure ice, milk, and bread, clean the cottage, supervise the making of the "bunks," and greet and entertain visitors. Special details of three boys had such duties as the killing and preparing of frying chickens, securing vegetables, cleaning and straightening up camp. All duties were for one day.

The daily program was as follows:

7 a. m., wash for breakfast and make up beds.

8 a. m., breakfast.

8:30 to 9 a. m., wash dishes and clean cottage.

9 to 9:30 a. m., detail duty.

9:30 to 10:30 a. m., free time.

10:30 a. m., games.

12 m., lunch.

1 to 2 p. m., free time.

2 to 4 p. m., swimming instruction and games.

4 to 5 p. m., rowing.

5 p. m., prepare for supper.

6 p. m., supper.

6:30 to 7 p. m., wash dishes.

7 to 9 p. m., games and music.

9 to 11 p. m., free time.

11 p. m., lights out.

We hope that next summer several other chapters will find it possible to enjoy a similar camping trip. The benefits are many, the cost is low, and F. F. A. boys should get together occasionally for the good of the group as well as the individuals.

Revolving Pig Club

THE Brevard Future Farmers of America Revolving Pig Club of Transylvania County, North Carolina, is the name of an organization recently formed in the Brevard High School.

As explained by Mr. J. A. Glazener, chapter adviser, the purpose of the pig club is as follows:

Twenty-five or more business men and firms of Brevard buy one purebred pig each. They turn the pig over to an agriculture boy of the Brevard High School, and the boy signs an agreement to feed the pig a balanced ration, house it properly, provide it with a proper lot, and insure it.

From the first litter of pigs raised by the boy, the business man or firm is given one of the best pigs in return for the original pig furnished the boy, together with 6 percent interest on the investment. The business man, if he wishes, can in turn again loan or sell this pig to another boy on the same basis. This process may be repeated time after time, and statisticians have figured that within a few years, several thousand purebred pigs will be in Transylvania.

The local pig club has agreed to use only one breed of pigs, this breed to be selected for its adaptability to the region. Already, 25 business men have agreed to invest the purchase price of one or more pigs.

Lambertville, New Jersey, F. F. A.'s Stress Project Work

ONE of the objectives of the Lambertville, New Jersey, Future Farmer Chapter is: Improve Our Project Work. On March 15, the total scope of the project activities of the 21 chapter members was: 551 laying chickens, 40 breeders mated to R. O. P. cockerels, 5,450 chicks, 1 purebred heifer, 1 purebred bull, 6 purebred milking cows, 3 pigs, 4 brood sows, 10 acres of field corn, 3 acres of sweet corn and lima beans, 10 young peach trees, 40 ten-year-old apple trees, 3,000 strawberry plants.

It is just as important to teach farm boys how to make a little self sacrifice for an organization designed to develop their own welfare as to teach them how to grow a little more corn or cotton per acre.

R. O. P. Cockerels for F. F. A. Members

E. V. BEARER,
Assistant State Supervisor,
New Jersey

THRU the help of the state department of agriculture we are starting a co-operative activity with the New Jersey Record of Performance Association that makes possible the donation of R. O. P. cockerels to Future Farmer boys for use in their supervised practice work. A committee of our teachers met with a committee of the association and formulated preliminary plans. Later the chairmen of the two committees met and adopted the following rules:

1. Each project will be for 18 months.
2. Each boy's project will consist of 15 to 20 hens selected by him, with the advice of the vocational teacher, and mated to an R. O. P. male.
3. Each project is limited to one R. O. P. male.
4. R. O. P. males are to remain the property of the donating breeder until satisfactory completion of the project, when they become the property of the boy or girl completing the project.
5. All suitable eggs produced during a period of eight weeks must be hatched.
6. All chicks hatched from these eggs must be brooded, and suitable pullets saved for breeders.

Note: These pullets shall be retained by the boy and certain records made, and the information sent to the donating breeder, except that no boy shall be required to keep more than 100 such pullets; the remainder may be sold to some other boy in the same school.

7. A series of reports must be furnished the donor of the R. O. P. male, containing the following information: egg record, incubation record, brooder record (mortality), final record, practices followed, experience gained, egg record of the progeny, and what effect the project has had on the boy from an educational and financial standpoint.

8. Each project shall be marked with a sign stating that the work is being co-operatively done by the Record of Performance Association and vocational pupils. This sign will include the name of the donating breeder and will be furnished by the vocational department.

9. An effort will be made to have all of these small flocks tested for pullorum disease before the project is started.

It seemed best this year to start with a small number of these co-operative projects. Accordingly, six boys were selected. They have received the cockerels from members of the R. O. P. Association and are carrying out the work according to the rules.

Have You Tried This?

G. A. SCHMIDT,
Trainer in Agriculture,
Colorado

THE teacher of vocational agriculture at Greeley, Colorado, inaugurated a plan of having a conference with the boys in his agriculture classes, and their fathers. Ten conferences were held. These conferences were under the auspices of the F. F. A. Chapter in his school. Much publicity was given to the conferences and, in addition to such publicity, each father received a copy of the letter which follows:

Dear Sir:

Chapter 10 of the Future Farmers of



Not dressed up but happy at camp

America extend to you a cordial invitation to attend their Father and Son Conference. This conference will be held from February 22 to March 4, in the farm shop at Greeley High School. It is the first of its kind in the state and we depend on you dads to help us make it worth while.

The purpose of the conference is twofold: First, we shall discuss problems which you consider of the most importance to you and hope to come to a logical conclusion or course of action; second, we shall discuss ways and means of improving the agriculture department to the mutual advantage of your boy and the department. If you are interested as a father and a taxpayer in the kind of training your boy receives in the public schools of Greeley, I am sure nothing can keep you away from this conference.

The meetings will start promptly at 7:30 and will be held every night of the week except Saturday. There will be 10 meetings in all. You have already been invited by your boy to attend as many meetings as possible, and we are more than pleased by the fine response you have made.

Many of you attended our Father and Son Party at the beginning of the year. While this conference is of a much more serious nature, we hope to include an entertainment feature once or twice a week which you should find worth a trip to town.

We are looking for your help in this conference. Your farming experience and your advice as a father are essential to the success of these meetings.

Yours very truly,

Secretary, F. F. A.

Adviser.

Any teacher of agriculture who may be interested in a father and son conference and wishes to find out just how the conference was conducted, and what it has done, should write to H. D. Eldridge, teacher of vocational agriculture at Greeley, who will be pleased to answer all such inquiries.

A Part-Time Course

(Continued from page 199)

November 17, making a total of 13 meetings held thus far with an average attendance of 28. I have definite plans made for 7 more meetings, making a total of 20 meetings at least.

Some of the topics for discussion at the several meetings were: factors governing profitable swine management; swine feeding; caring for the sow and litter; swine breeding; housing and equipment for hogs; parasites and diseases of hogs.

At one meeting I had six reels of moving pictures stressing the value of sanitation as a means toward economic swine production. At another meeting I had a veterinarian post a diseased hog and discuss the diseases, their causes, and remedies.

Thus far, I have 10 fellows who have started a definite program of supervised practice such as buying purebred sires, starting the McLean sanitation system, keeping more accurate and complete records on their swine enterprises, increasing the number of sows on their farms, and building individual farrowing pens.

Promoting a New Agriculture Department

(Continued from page 198)

of the regular Vo-Ag class and active participation by the rural boys.

The first lesson was "Selecting and Judging Seed Corn and Wheat" which ended by the boys judging samples of corn and wheat. "Farm Shop Work" was the second lesson. Demonstration by members of the regular class of the different types of work such as woodwork, sharpening saws, planes, and bits. Soldering and rope work were also a part of this lesson. Putting theory into practice, the boys showed their skill by making rope halters. For the third lesson "Dairy Management and Testing the Herd for Butterfat Production" was considered. The Babcock test was demonstrated by testing samples brought in by the boys. At the last meeting "Livestock Judging" was taken up and all participated in the judging of a class of livestock.

I think the plan worked out fairly well as we had an average attendance of 83 at the four meetings and I came in contact with 120 different boys. The weather and the roads were the worst we had all winter but in spite of that fact most of them drove over fifteen miles to get to these meetings.

As a result of these meetings 27 of these boys have signed up and are conducting pre-vocational projects. I also plan on visiting all of the 120 boys sometime before the opening of school this fall.

As a kind of a follow-up scheme the local chapter of the F. F. A. gave a picnic June 28 and invited all these rural boys and their families. About three hundred and fifty rural people came to this picnic where they learned more about vocational agriculture and enjoyed the afternoon together. A sports program consisting of horseshoe pitching, races, and kitten ball games provided entertainment. A five-page mimeographed bulletin explaining the Vo-Ag work as it is given in the local high school was passed out to all present. These bulletins were also given to the eighth grade graduates at the county commencement held here in June.

Many rural people have asked if I would not conduct a similar series of meetings again this year. Therefore I have decided to do so with the following changes: (1) Hold meetings in the fall after the fall work is completed; (2) hold meetings on Saturday afternoons because it takes too much time off the regular classes to hold them on Fridays.

Activities of the Maryland Association of F. F. A.

THE Vocational Day Program, held at the University of Maryland, April 30, included public speaking and poultry judging contests; luncheon program by the Maryland Association of F. F. A., including an illustrated lecture on the 1931 National Congress of F. F. A., held in Kansas City, by W. A. Ross, executive secretary of the National Organization of F. F. A., which now consists of 47 state chapters with more than 60,000 members; music by the F. F. A. band; an address by the winner in the public speaking contest; the

awarding of prizes by Dr. Patterson, dean of agriculture at the University of Maryland; and the transaction of business presented by Dr. J. D. Blackwell, adviser of the Maryland Association.

An undertaking new this year to the Maryland Association of F. F. A. will be the holding of three district F. F. A. officers' training camps. Tentative plans have been made for the holding of a four-day camp at or near Mountain Lake Park, July 14-17, closing with a special F. F. A. program in connection with the Mountain Lake Institute on Sunday, July 17. The secretary of the Maryland Agricultural Teachers Association will be in charge. A second camp will be held at The Rocks, in Harford County, August 15-20. The third camp will perhaps be located on the Eastern Shore.

Practically all local chapters have entered the state chapter contest. An F. F. A. banner will be awarded to the chapter doing the most outstanding work during the year. This chapter will be invited to broadcast the results of the year's work, early in the fall.

Alpha Tau Alpha

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found a rich field of service. Not only have trainees in vocational agriculture, but teachers in the field have been brought together in a fine professional spirit of enthusiasm and loyalty for their work. This is surely a part of the work of teacher-training institutions—to foster the spirit of enthusiasm and love for teaching, and Alpha Tau Alpha does contribute to this end.

Communications of inquiry, directed either to the national president or secretary will receive prompt and courteous attention.

Future Farmers at Fairs

KENNETH H. MARTIN,

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FUTURE Farmer chapters, I believe, could be better represented at county fairs if fair officials were made more familiar with our work. Fair officers are usually broad-minded and, when tactfully approached by a committee of agriculture teachers, are willing to do any reasonable thing to enrich the Future Farmer program. They know that a group of boys taking part in a well-planned program on the fair grounds means that parents are interested and will be there.

The Albion agriculture department is the only department in the county, but the fair secretary says, "I am willing to go the limit for the farm youth of the county." Our Future Farmer program at the fair this year will include a wide exhibit of crop products, a poultry exhibit, a miscellaneous exhibit of rope work, saw filing, soldering, and carpentry work, a Future Farmer booth, a livestock judging contest, and a plant-disease and insect-injury identification contest. I believe this is the only county in our state offering a plant-disease and insect-injury identification contest. An exhibit will be made up of 20 disease or insect-injury specimens of crops grown in the county. The contest will consist of recognizing the disease or insect injury and giving its control.

